# Crestmont Elementary School
## 2022-2023 School Accountability Report Card
## (Published During the 2023-2024 School Year)

## General Information about the School Accountability Report Card (SARC)

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|---|---|
| **SARC Overview** | By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.<br><br>- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.<br><br>- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.<br><br>- For additional information about the school, parents/guardians and community members should contact the school principal or the district office. |
| **DataQuest** | DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners). |
| **California School Dashboard** | The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. |
| **Internet Access** | Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents. |

## 2023-24 School Contact Information

| | |
|---|---|
| **School Name** | Crestmont Elementary School |
| **Street** | 1501 Sheridan Ave. |
| **City, State, Zip** | Roseville, CA 95661 |
| **Phone Number** | 916 771-1750 |
| **Principal** | |
| **Email Address** | jfarmer@rcsdk8.org |
| **School Website** | www.rcsdk8.org |
| **County-District-School (CDS) Code** | 31-66910-6031231 |

## 2023-24 District Contact Information

| | |
|---|---|
| **District Name** | Roseville City School District |
| **Phone Number** | (916) 771-1600 |
| **Superintendent** | Derk Garcia |
| **Email Address** | |
| **District Website** | rcsdk8.org |

## 2023-24 School Description and Mission Statement

Mission:
The mission of Crestmont Elementary School is to maximize learning for each student based on the MASTER school domains, encourage a desire for learning, and promote a sense of gratitude and respect for others following the PBIS guidelines.


Vision:
The Crestmont School Staff will become a collaborative community of professional learners that is:
- Committed to the continuous improvement of each student and staff member
- Results-oriented

Focused on learning Collective Commitments:
- We will communicate the mission and vision of our School
- We will share accountability for fulfilling our mission
- We will develop and implement effective systems to support our vision
- We will use data to inform our decisions
- We will operate as a professional learning community
- We will provide the training and support needed to increase the capacity of our staff to fulfill our mission and realize our vision
- We will collaborate with staff and as grade-level teams
- We will nurture high levels of support and trust among all members of the Crestmont School Community

Teachers, parents, and students have continued to make technology a high priority at Crestmont School. Classroom and lab computers continue to be upgraded, funded through grants, PTC, and site monies. Crestmont teachers have received training and support to integrate various curricular technologies into the district-approved curriculum. Another major focus of the Roseville City School District and Crestmont School is MTSS, effective quality instruction and Response to Intervention to support all students at their level of academic achievement. Teachers incorporate the elements of Multi-Tiered Systems of Support daily along with PBIS tiers. They meet regularly in site-based learning teams to support student learning through data analysis of assessments and curriculum development. Staff members meet in Professional Learning Communities with time allocated by the Roseville City School District to improve student learning and instructional strategies.

## 2023-24 School Description and Mission Statement

Crestmont serves 425 students. Crestmont has students in grades transitional kindergarten through five. The passage of local Measure H Bond in 2002, afforded remodeling of site-wide infrastructure, heating, air conditioning, and construction of a multi-purpose room for assemblies and serving indoor lunches. The bond also provided improved technological access that supports Crestmont's focus on technology for students through a variety of computer programs. Classroom diversity at Crestmont has enhanced learning opportunities for every individual on campus.

Our English language learners benefit from differentiated instructional strategies within their mainstream curriculum. The school also encourages the arts through the Art Docent program. As a MASTER School, we are focused on Mathematics, Art, Science, Technology, Enrichment, and Reading. This MASTER focus allows us to make decisions on what is best for each student.

## About this School

### 2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 96 |
| Grade 1 | 75 |
| Grade 2 | 88 |
| Grade 3 | 69 |
| Grade 4 | 66 |
| Grade 5 | 77 |
| Total Enrollment | 471 |

### 2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 45.6% |
| Male | 54.4% |
| American Indian or Alaska Native | 0.2% |
| Asian | 1.7% |
| Black or African American | 1.7% |
| Filipino | 1.1% |
| Hispanic or Latino | 25.5% |
| Two or More Races | 10.6% |
| White | 59% |
| English Learners | 8.7% |
| Foster Youth | 0.4% |
| Homeless | 2.5% |
| Socioeconomically Disadvantaged | 53.7% |
| Students with Disabilities | 13.4% |

# A. Conditions of Learning

## State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 20.10 | 94.61 | 476.80 | 94.09 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 2.00 | 0.39 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 5.40 | 1.07 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 11.50 | 2.27 | 12115.80 | 4.41 |
| Unknown | 1.10 | 5.35 | 11.00 | 2.18 | 18854.30 | 6.86 |
| Total Teaching Positions | 21.30 | 100.00 | 506.80 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 22.30 | 93.99 | 517.10 | 93.46 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 1.00 | 0.18 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 4.30 | 0.78 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 16.30 | 2.96 | 11953.10 | 4.28 |
| Unknown | 1.40 | 6.01 | 14.40 | 2.61 | 15831.90 | 5.67 |
| Total Teaching Positions | 23.70 | 100.00 | 553.30 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|---|---|---|
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 0.00 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |
| Local Assignment Options | 0.00 | 0.00 |
| Total Out-of-Field Teachers | 0.00 | 0.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| **Misassignments for English Learners**<br>(a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 0 |
| **No credential, permit or authorization to teach**<br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 0 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Roseville City Elementary held a public hearing on September 14, 2023, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

| Year and month in which the data were collected | August 2023 |
|---|---|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | Benchmark 2016 | Yes | 0 |
| **Mathematics** | Houghton Mifflin - Expressions 2015 | Yes | 0 |
| **Science** | Discovery Education 2020 | Yes | 0 |
| **History-Social Science** | Pearson Scott Foresman 2007 | Yes | 0 |

## School Facility Conditions and Planned Improvements

General
The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the Maintenance Office.

Maintenance and Repairs:
District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District annually inspects wheelchair lifts, tests fire extinguishers, inspects and services all playground backboards, replaces bark on playgrounds and landscaping, and services HVAC units.

Overall Summary of School Facilities Repair Status: Good
The inspection included a check of possible gas leaks, mechanical systems, interior and exterior doors and windows, interior surface areas, structural damage, electrical, playground equipment, and hazardous materials. In all areas this school passed inspection.

Cleaning Process and Schedule:
The District has adopted cleaning standards for all schools in the District. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget:
The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repairs or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Since 2008-2009 the State has suspended the program due to State Budget Reductions. The District still maintains its own program.

| Year and month of the most recent FIT report | 12/2023 |
| --- | --- |

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
| --- | --- | --- | --- | --- |
| **Systems:** <br> Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| **Interior:** <br> Interior Surfaces | X | | | Needs MPR floors replaced |
| **Cleanliness:** <br> Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| **Electrical** | X | | | |
| **Restrooms/Fountains:** <br> Restrooms, Sinks/ Fountains | X | | | |
| **Safety:** <br> Fire Safety, Hazardous Materials | X | | | |
| **Structural:** <br> Structural Damage, Roofs | X | | | |
| **External:** <br> Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | Dryrot on portables 26 and 27 |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| X | | | |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

**Statewide Assessments**
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

**College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---------|---------------|---------------|------------------|------------------|---------------|---------------|
| **English Language Arts/Literacy** (grades 3-8 and 11) | 53 | 44 | 60 | 57 | 47 | 46 |
| **Mathematics** (grades 3-8 and 11) | 41 | 34 | 50 | 49 | 33 | 34 |

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 215 | 207 | 96.28 | 3.72 | 44.44 |
| Female | 98 | 93 | 94.90 | 5.10 | 50.54 |
| Male | 117 | 114 | 97.44 | 2.56 | 39.47 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 54 | 53 | 98.15 | 1.85 | 37.74 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 22 | 22 | 100.00 | 0.00 | 50.00 |
| White | 130 | 123 | 94.62 | 5.38 | 48.78 |
| English Learners | 16 | 11 | 68.75 | 31.25 | 9.09 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 112 | 105 | 93.75 | 6.25 | 40.00 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 26 | 24 | 92.31 | 7.69 | 20.83 |

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 216 | 213 | 98.61 | 1.39 | 34.27 |
| Female | 99 | 97 | 97.98 | 2.02 | 29.90 |
| Male | 117 | 116 | 99.15 | 0.85 | 37.93 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 54 | 53 | 98.15 | 1.85 | 33.96 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 22 | 22 | 100.00 | 0.00 | 40.91 |
| White | 131 | 129 | 98.47 | 1.53 | 34.11 |
| English Learners | 16 | 16 | 100.00 | 0.00 | 6.25 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 113 | 111 | 98.23 | 1.77 | 20.72 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 27 | 25 | 92.59 | 7.41 | 16.00 |

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|
| Science (grades 5, 8 and high school) | 40.28 | 34.18 | 45.53 | 44.26 | 29.47 | 30.29 |

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 79 | 79 | 100.00 | 0.00 | 34.18 |
| Female | 33 | 33 | 100.00 | 0.00 | 39.39 |
| Male | 46 | 46 | 100.00 | 0.00 | 30.43 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 17 | 17 | 100.00 | 0.00 | 35.29 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 55 | 55 | 100.00 | 0.00 | 34.55 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 44 | 44 | 100.00 | 0.00 | 22.73 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 11 | 11 | 100.00 | 0.00 | 18.18 |

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.  The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas.  Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|
| Grade 5 | 88.6 | 100 | 100 | 100 | 100 |

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

### 2023-24 Opportunities for Parental Involvement

Parents are a vital part of Crestmont School. They actively participate in the School Site Council, English Learner Advisory Committee, Parent/Teacher Club, and Art Docent, and as volunteers in the classrooms, library, and technology center. The Crestmont staff feels it is important to keep parents and guardians informed during the school year. Parents receive information regarding school activities weekly through email communication published by the school and PTC, as well as classroom communication by teachers and the Roseville City School District. The PTC coordinates parent volunteer opportunities through the annual Carnival, Bingo Night, Family Movie Nights, skate nights, sports night, and the Jog-a-thon. Michelle Fuller is the PTC President, (916)771-1750 or at http://www. crestmontptc.org. Follow Crestmont on RCSD Crestmont.

## 2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 503 | 491 | 113 | 23.0 |
| Female | 228 | 224 | 56 | 25.0 |
| Male | 275 | 267 | 57 | 21.3 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 2 | 2 | 0 | 0.0 |
| Asian | 9 | 9 | 1 | 11.1 |
| Black or African American | 9 | 8 | 0 | 0.0 |
| Filipino | 5 | 4 | 0 | 0.0 |
| Hispanic or Latino | 136 | 129 | 41 | 31.8 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 53 | 53 | 17 | 32.1 |
| White | 289 | 286 | 54 | 18.9 |
| English Learners | 51 | 49 | 12 | 24.5 |
| Foster Youth | 5 | 5 | 2 | 40.0 |
| Homeless | 20 | 19 | 10 | 52.6 |
| Socioeconomically Disadvantaged | 281 | 273 | 82 | 30.0 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 77 | 72 | 26 | 36.1 |

## C. Engagement

## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|---|---|---|
| Suspensions | 0.00 | 0.00 | 0.80 | 0.50 | 1.45 | 1.68 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.02 | 0.01 | 0.00 | 0.07 | 0.08 |

## 2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 0.8 | 0 |
| Female | 0 | 0 |
| Male | 1.45 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 0 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 1.47 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 0.69 | 0 |
| English Learners | 1.96 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 5 | 0 |
| Socioeconomically Disadvantaged | 1.07 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 2.6 | 0 |

## 2023-24 School Safety Plan

Crestmont School has a School Site Safety Committee, which meets each year to review the safety needs of the school and make necessary recommendations. In addition, the Roseville City School District has a Safety Committee comprised of certificated and classified employees that meet annually and makes reviews of our school facility. Both the Crestmont School Leadership Committee and the District Safety Committee have stated that Crestmont School is safe and clean. The Roseville City School District has developed a Crisis Response Plan that outlines procedures to be followed in the event of an emergency affecting the school site. The plan includes procedures for coordinating resources to respond to any emergency including natural disasters, environmental health issues, accidents, or intruders. Staff members have been assigned roles and are trained to work efficiently with each other and with other public service officers to ensure the safety of students and staff. The Crestmont School Site Council Reviews the plan annually by March 1st and makes appropriate changes and updates when necessary. There are monthly fire drills. Soft Lockdown and full Lockdown drills are done throughout the school year.

The Raptor lockdown process and procedures are fully developed. We will be practicing Lockdowns three times this school year with various students out at recess, etc. The date of review of the Crisis Response Plan is December 19, 2023. Date last discussed with the staff: December 14, 2023. The Crestmont School staff, students, and parents participate in the PBIS Program. Each month an individual PBIS skill is highlighted and students are recognized for their positive behavior and actions at the monthly Flag Salutes.

## D. Other SARC Information

## Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | 21 | 6 | 19 | |
| 1 | 19 | 5 | 21 | |
| 2 | 20 | 5 | 21 | |
| 3 | 19 | 12 | 14 | |
| 4 | 26 | 6 | 14 | |
| 5 | 24 | 7 | 14 | |
| Other | 23 | 1 | 1 | |

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | 20 | 6 | 22 | |
| 1 | 17 | 11 | 21 | |
| 2 | 18 | 14 | 14 | |
| 3 | 17 | 13 | 14 | |
| 4 | 24 | 1 | 21 | |
| 5 | 22 | 1 | 21 | |
| Other | 8 | 3 | | |

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|---|---|
| **Pupils to Academic Counselor** | 0 |

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School |
|---|---|
| **Counselor (Academic, Social/Behavioral or Career Development)** | |
| **Library Media Teacher (Librarian)** | |
| **Library Media Services Staff (Paraprofessional)** | |
| **Psychologist** | |
| **Social Worker** | |
| **Nurse** | |
| **Speech/Language/Hearing Specialist** | 1 |
| **Resource Specialist (non-teaching)** | |
| **Other** | 2 |

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| **School Site** | $12,246 | $4,325 | $7,920 | $87,828 |
| **District** | N/A | N/A | $8,202 | $90,162 |
| **Percent Difference - School Site and District** | N/A | N/A | -3.5 | 0.9 |
| **State** | N/A | N/A | $7,607 | $89,574 |
| **Percent Difference - School Site and State** | N/A | N/A | 18.3 | 0.6 |

## Fiscal Year 2022-23 Types of Services Funded

The annual funding plan concentrates on providing students with materials, tools and experiences to enrich their education. Goals and progress are reviewed annually as a staff to focus on our student needs when planning the budget. Data Team Meetings are part of our process to address students by name and by need. We continue to celebrate students being kind, safe, respectful, and responsible as part of our focus on PBIS. Prizes were purchased with LCFF money as well that support attendance, the book vending machine, and a crossing guard in the morning for students who walk to school.

The Teacher On Special Assignment (TOSA) is a district-funded position for the next school year. The additional Transitional Kindergarten Instructional Aide supports the classroom. The TOSA IA is funded by the district.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

| Category | District Amount | State Average for Districts in Same Category |
|---|---|---|
| Beginning Teacher Salary | $47,252 | $54,215 |
| Mid-Range Teacher Salary | $92,217 | $86,843 |
| Highest Teacher Salary | $107,366 | $111,440 |
| Average Principal Salary (Elementary) | $132,000 | $140,851 |
| Average Principal Salary (Middle) | $144,838 | $147,065 |
| Average Principal Salary (High) | $0 | $142,189 |
| Superintendent Salary | $236,741 | $252,466 |
| Percent of Budget for Teacher Salaries | 42.69% | 33.16% |
| Percent of Budget for Administrative Salaries | 5.39% | 5.15% |

## Professional Development

In alignment with the Roseville City School District board goals, the Professional Development Advisory Committee (PDAC) plan was developed to create a comprehensive three-year professional development plan for the District. Training is provided to administrators and teachers that align with this plan during four professional development days. In addition, the school sites are provided three additional professional development days to focus on school site goals.

Other areas of professional development at Crestmont include a focus to improve on speaking and listening skills. The skills of listening to your partner and paraphrasing what you heard is essential for all students. Speaking well and articulating your thoughts with a partner and in front of the class are really well developed. We are focusing on Reading RTI, Mathematics including RTI, ELD Designated and Integrated instruction. The Restorative Practice team is learning this year and we will have the staff learn the new skills next school year.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| Number of school days dedicated to Staff Development and Continuous Improvement | 7 | 7 | 7 |